

The program faculty members' theoretical perspectives and experience reflect a rich diversity of training and professional expertise in health service psychology. All program faculty are experts in the contents areas that they teach, and they infuse behavioral, cognitive-behavioral, interpersonal, experiential, family systems, multicultural, feminist, career counseling and development, prevention science, racial/ethnic identity development theories, diverse methods of inquiry (quantitative and qualitative), and current evidence into their teaching, research advising and clinical supervision. Program faculty mentor students into the profession of health service psychology through interactions as advisors, instructors, research mentors, clinical supervisors and collaborators.

Unique to counseling psychology, our program includes faculty from a range of health-related backgrounds, with expertise in both mental and physical well-being (e.g., counseling psychology, clinical psychology, and developmental psychology). All faculty are trained to work across the lifespan, with children, adolescent, and adults. Research in the program is focused on the prevention of mental health problems and the promotion of well-being across the lifespan, consistent with the discipline of counseling psychology. Faculty research is guided by a developmental ecological model that examines early risk as predictors of later risk behavior and poor health, identifying protective factors that can be enhanced in the development of efficacious treatments.

Students view their advisors as professional role models. Students and faculty engage in collaborative research projects and coauthor publications and presentations, which increases opportunities for meaningful student-faculty contact, role modeling, and mentoring. Students interact with program faculty regularly through coursework, advising activities, and direct support for research. In addition, students serve on faculty and staff search committees, participate in doctoral admissions interview day, and serve in roles as student representatives to core faculty meetings. All these points of contact provide opportunities for professional interaction and mentoring.

In sum, the diversity of faculty theoretical perspectives and experiences supports the achievement of program aims centered on training students in a generalist, scientist-practitioner model for a variety of career paths in health service psychology, capable of working with diverse members of society in a variety of settings. Program faculty represent a wide diversity of expertise in their scholarly research, teaching, clinical and applied practice, in a range of career settings.

Program faculty have substantial expertise in areas aligned with the program aims and the new Standards of Accreditation program competencies and discipline-specific knowledge. Core program faculty (N=12) are active and productive scholars, and all supervise student research, teach doctoral courses, advise and chair dissertations, participate in doctoral admissions, construct and grade comprehensive exams, and attend weekly program meetings to discuss administrative, curricular, professional, student advisement and evaluation, and continuous improvement issues. Core faculty work closely with doctoral students on scholarly investigations, publications, and conference presentations. In addition, all the licensed core faculty (n=7) supervise students' clinical work via the practica training sequences and clinical research projects that involve conducting clinical assessment and intervention delivery with children, families and adults. Brief descriptions of the 12 core program faculty follow.